DOCUMENT RESUME

ED 150 532 CG 400 168

AUTHOR	Erpenbach, William J.
TITLE	State Planning for Counseling and Guidance Programs.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	72p.
AVAILABLE FROM	ERIC/CAPS, 2108 School of Education Building, The University of Michigan, Ann Arbor, 48109 ($4.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrator Guides; Counseling Programs; *Delivery Systems; *Federal Legislation; *Financial Support; *Guidance Services; Information Sources; *Interagency Coordination; Program Planning; Public Schools; *Statewide Planning

ABSTRACT

Presented in this monograph is information on the development of comprehensive state plans to strengthen school counseling and guidance programs by coordinating the various funding sources which support the delivery of these services. Included is a discussion of the Federal legislation mandating this coordination together with suggestions and resources to facilitate development of state plans. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150532

STATE PLANNING FOR COUNSELING AND GUIDANCE PROGRAMS

by

William J. Erpenbach

The work presented herein was performed pursuant to a contract from the
National Institute of Education
Department of Health, Education and Welfare
Under the direction of
ERIC COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER
Garry R. Walz, *Director*
Libby Benjamin, *Associate Director*
School of Education
The University of Michigan
Ann Arbor, Michigan

1977

CG 400168

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
ERIC/CAPS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FOREWORD

Every counselor needs a succinct, reliable, substantive source for updating knowledge in specific areas of interest. Available resources, however, seem to be either too short to do much more than create awareness of new developments, or too long to allow time for reading and digesting the contents. The CAPS Counselor Renewal Series is intended to fall somewhere between these two extremes--to provide highly focused publications on top-priority topics that require an hour or so to read but, we hope, have the capacity to stimulate many hours of reflection.

A typical Renewal provides a brief overview of the area, details trends and new developments, and provides specific procedures for utilizing the ideas and resources. Called "Renewals" for their role in updating counselor skills, they are equally useful in introducing counselors to areas in which they desire to develop new competencies.

The 1977 CAPS Counselor Renewal Series addresses four areas that counselors nation-wide have identified as being of interest and importance: assertiveness training, counseling for divorce, counseling women for non-traditional careers, and writing state plans to coordinate the delivery of guidance services. We list these in no particular order; the last, although the type of reader may differ, is as critical to counselors and their functioning as the first.

In the first monograph, two young CAPS staff members, Helen L. Mamarchev and Marian P. Jensen, both of whom exemplify assertiveness in its most positive sense, culled from the burgeoning literature on

assertion training the most informative and usable resources, annotated and classified them according to a standard set of criteria, and created what we think is an original and immensely useful Resource Chart. At a glance, readers can pinpoint material targeted toward their specific needs--needs that concern type of client, type of setting, type of content, film, book, pamphlet, or whatever. The manuscript itself is liberally sprinkled with examples that translate the principles of assertion into believable reality. The result, we believe, efficiently condenses a large, unwieldy number of resources into a readable, information-laden, succinct, and practical package that will excite the reader's interest and motivate further exploration in this challenging field.

Our survey scouts informed us that resources for teaching skills in marriage counseling appear to readily available to counselors but that material for counselors who wish to be of help to divorcing individuals is singularly absent. We weren't sure of the difference, but our own search of the literature corroborated the need; it also identified an author, Dr. Sheila Kessler, whose name is practically synonymous with divorce counseling. She taught us the difference. Her fine monograph presents a model for conducting divorce adjustment groups, with details about format, techniques, and preventive exercises for individuals experiencing the trauma of divorce. We have one caution for readers who wish to utilize the model. The profound emotionalism of the issue requires an extremely sensitive leader, and such groups should be organized only by persons who are highly trained in facilitative skills. With that out of

the way, let us say that for experienced facilitators, the model can be used as is or easily adapted to their unique requirements. For those who are less confident about their ability to conduct such groups, even just reading the monograph will heighten awareness of the problems experienced by divorcing individuals and clarify areas in which counselors may wish to build skills.

One day soon women firepersons and civil engineers won't cause us to blink an eye, but right now we are still trying to break down attitudinal and occupational barriers in ourselves and in the young women we counsel. Dr. Caryl K. Smith, Dr. Walter S. Smith, and Dr. Kala M. Stroup have developed a program to help us do just that, and we contracted with them to share it with us. The monograph that they prepared presents not one but five alternative approaches from which counselors may choose to encourage young women to enter nontraditional occupations. Zeroing in on one of these methods, or combining them in whatever way seems appropriate, will provide counselors with the theory, resources, and activities they require to respond to the needs of virtually any client group. The annotated resource list, classified for easy referral, is a real bonus that serves to extend the usefulness of an already highly practical publication.

The fourth Renewal had its seed in a national conference we conducted this year for state supervisors of guidance and other prominent guidance leaders. Dr. William J. Erpenbach, who had been working for some time on developing a State Plan for the State of Wisconsin, agreed to prepare a

manuscript that would clarify questions about Federal legislation and present guidelines for those of us who are or will be involved in developing organized plans for our own state. Much overlap and confusion now exist at the state level in the delivery of guidance services, and we herald this publication as one that is truly needed--especially since the enactment of Public Law 94-482, legislation that may have more potential for affecting the future of guidance than any law heretofore enacted. Whether you are directly involved in bringing order and cohesion to your state's coordination efforts or simply wish to become more knowledgeable about the big picture in guidance, we think you will find this monograph a rich source of useful information.

Great credit is due the authors for their work in preparing the monographs according to the broad specifications originally outlined by us, and later, to more detailed content and editorial suggestions. Others, however, contributed to the publications. We would like to thank Stephanie Gordon for creating the original illustrations for the monograph covers. And we wish to acknowledge the superior craftsmanship of Pat Wisner, our typist, who cared as much as we did that the final product be as perfect as possible.

The real worth of a publication can only be judged by outcomes afforded the user, not by its format, by its title, or by the care and effort expended in its creation. Reviewers and those who informally field-tested the Renewals have reacted very favorably to them, finding much of merit in what they have to offer. This response has made us optimistic that

those who read and use the monographs will profit in new insights, refurbished skills, and challenging ideas that excite experimentation. Renewal is a heady experience. We hope these Renewals will provide that for you.

Garry R. Walz and Libby Benjamin

ABOUT THE AUTHOR

William J. Erpenbach is State Supervisor for Counseling and Guidance with the Wisconsin State Department of Public Instruction, a position he has held since 1967. He holds a doctorate in Counseling and Guidance from the University of Wisconsin, was formerly Director of Guidance for the Madison, Wisconsin Public Schools, and, prior to that time, a high school teacher and counselor for eight years. Erpenbach also chaired the American Personnel and Guidance Association's Government Relations Committee from 1973 to 1977, thus being instrumental in designing much of the counseling and guidance legislation incorporated in P.L. 94-482, The Education Amendments of 1976. Married (his wife is a first grade teacher) and the father of four, Bill enjoys golf, backing the University of Wisconsin Badgers, and volunteering his time for professional association activities.

PREFACE

In the last 20 years numerous Federal and state laws have been enacted that support or otherwise affect school counseling and guidance programs. As a result, there has been a marked increase in numbers of school counselors and dollars expended for counseling and guidance. There can be little doubt about the substantial, positive impact of these changes on students in our elementary and secondary schools. The public, through its representatives, has decreed that counseling and guidance are important for our nation's youth, and the profession has grown and responded to these calls.

This growth, however, has taken place without coordinative linkages, without consideration of the interrelationships among the provisions of various funding sources and laws, and without a master plan--a design for achieving maximum results from the best possible counseling and guidance programs. The need to pull together and give order to disparate, fragmented efforts in guidance program development has now been recognized by the Congress.

With the passage of The Education Amendments of 1976, a vehicle was created to initiate state coordination of existing and new programs of counseling and guidance. States now need to move forward on this challenging assignment. This monograph has been developed to assist state education agency counseling and guidance personnel in planning for this important "pulling together." The monograph is not designed as a "cookbook" for drafting the state plan. Rather it is intended to stimulate

thinking and to serve as a resource to those responsible for what will certainly be a most challenging and occasionally frustrating undertaking. Undoubtedly the United States Office of Education will issue additional guidelines to help in the task. States may also want to give consideration to collaborating on a regional basis to develop state plans. With the appropriation of sufficient funding as authorized under Part D, Title III, P.L. 94-482, an important, vital step can be taken to strengthen the counseling and guidance services which are provided to our nation's youth. The end result should make the effort worthwhile, as the ultimate outcomes for the profession and for those served by it will be substantial.

WJE
July 1977

ABOUT THIS MONOGRAPH

Presented in this monograph is information on the development of comprehensive state plans to strengthen school counseling and guidance programs by coordinating the various funding sources which support the delivery of these services. Included is a discussion of the Federal legislation mandating this coordination together with suggestions and resources to facilitate development of state plans.

TABLE OF CONTENTS

Foreword, *by Garry R. Walz and Libby Benjamin* i

About the Author vi

About this Monograph vii

Preface viii

List of Tables, List of Figures xi

State Planning for Counseling and Guidance Programs 1

Background 3

State Plans 5

Three Approaches to State Planning 8

Summary 36

References 39

Appendix A. The Education Amendments of 1976 41

Appendix B. California State Survey of Pupil Personnel Services Programs 44

Appendix C. Selected Additional Resources 50

LIST OF TABLES

Table 1. Scope of Minimum Guidance Learnings and Experiences . . . 12

Table 2. Organizational Roles and Responsibilities in Program Management 14

Table 3. State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75 (California). 20

LIST OF FIGURES

Figure 1. The Interrelationships of Counseling and Guidance Programs in the State of Maryland 22

Figure 2. Education/Military Liaison Project 28

STATE PLANNING FOR COUNSELING AND GUIDANCE PROGRAMS

by

William J. Erpenbach

The Tenth Amendment to the United States Constitution provides that "the powers not delegated to the United States by the Constitution nor prohibited by it to the states, are reserved to the states respectively, or to the people." Education, by virtue of being an unmentioned power, has thus been historically construed to be a state function. State education agencies, in fact, have been described as "trustees of American education" (Harris and Seibert, undated, p. v). However, as Kiernan (1976) points out, "In spite of the Tenth Amendment, the federal government also has taken its place in the field of education" (p. 1). This place is resulting in escalating influence and regulation as "national priorities" are determined and addressed through funding and regulation.

Since 1958, no less than three major Federal laws have been enacted that provide for the expansion and strengthening of counseling, guidance, and testing: the National Defense Education Act, Titles V-A and V-B (NDEA, V-A and NDEA, V-B); the Vocational Education Act (VEA); and the Elementary and Secondary Education Act, Titles I and III (ESEA, I and ESEA, III). Each of these laws has undergone modification through periodic legislative review. In addition, several other laws contain lesser but important provisions for counseling and guidance. These include Career Education, Juvenile Delinquency and Vandalism Control, Local Law

Enforcement Assistance Act, Comprehensive Employment and Training Act, School Drop-out Prevention, Title IX of the Civil Rights Act.

The impact of this Federal activity on the counseling, guidance, and testing movement in the nation's public elementary and secondary schools has been substantial. But it has been both a blessing and a burden. On the positive side, the number of school counselors employed and the dollars expended on counseling and guidance have risen markedly since the enactment of NDEA, V-A in 1958. According to the fifth annual report of the Advisory Council on State Departments of Education (Office of Education, 1970):

> At the end of the first year of Title V-A operation, 1958-59, there were about 13,000 (full-time equivalent) counselors serving public secondary schools. By the end of the school year 1967-68, this number had increased to 40,450. When Title V-A was expanded in 1964 to include youth in elementary schools, junior colleges, and technical institutes, some 3,250 additional counselors began serving these groups. By the school year 1967-68 that number had more than doubled, to 6,689. (p. 119)
>
> Financial support of these programs is 31 times as great as it was when Federal assistance began. The total national expenditure for counseling and guidance at the end of the first year of Title V-A was $10,833,440 from all sources, with the Federal share about 45%. The comparable expenditure during the 1968-69 school year was more than $344 million, with the Federal share now less than 5%. (p. 120)

The numerous Federal, and even some state, provisions to support counseling, guidance, and testing are also indicative of continuing widespread public recognition of its importance and value. The people, through their elected representatives, are seeming to ask for "more and better" counseling and guidance.

Regulations established to administer the various laws, however, have negative impact in that they influenced state certification standards,

determined allowable expenditures, lacked coordinative provisions, and occasionally limited counselor role and function. Teaching preparation and experience prerequisites in school counselor certification standards, for example, have their roots in Federal rules and regulations (Erpenbach, 1974).

The time has come for each state to make concerted efforts to coordinate the delivery of counseling and guidance services. Coordination is crucial if the available resources and personnel are to address the needs of those to be served in the most effective manner. The primary purpose of this monograph is to present an approach to the development of a state plan to coordinate the delivery and enhance the effectiveness of school counseling, guidance, and testing programs.

Background

The passage of The Education Amendments of 1976, Public Law 94-482 (P.L. 94-482), marked another significant point in history for the counseling, guidance, and testing profession. Its enactment was reported to the profession in the American Personnel and Guidance Association's newsletter, Guidepost, of October 21, 1976. In the law substantial new thrusts for the field were addressed for higher education; vocational, technical, and adult education; career education; and supervisory and leadership activities at the state and Federal levels. This last area is especially significant as Title III, Part D provides for the development of a comprehensive plan to coordinate various funding sources available for school counseling and guidance programs. Part D, Title III, P.L. 94-482, The

Education Amendments of 1976, is reprinted for the reader's information in Appendix A.

Among the Findings of Congress in considering this legislation were the following:

> (1) Guidance and counseling activities are an essential component to assure success in achieving the goals of many education programs;
>
> (2) Lack of coordination among guidance and counseling activities supported jointly or separately by Federal programs and by State and local programs has resulted in an underutilization of resources available for such activities. (Section 341, 90 STAT. 2224)

Under Section 343, the U.S. Commissioner of Education is directed to establish an administrative unit within the Office of Education for the purpose of:

> (3) advising the Commissioner on coordinating guidance and counseling activities included in all programs which he is authorized to carry out, and, to the extent he deems practicable, how such activities may be coordinated with other programs of the Federal Government and State and local guidance and counseling programs. (90 STAT. 2225)

The Commissioner, under Section 344 (b) is also "authorized to make grants to States to assist them in carrying out programs to coordinate new and existing programs of guidance and counseling in the States" (90 STAT. 2226). Provision is also made in Section 342 (b) (1) for a one-year-only (Fiscal 1977 with a carryover of funds into Fiscal 1978) appropriation to the states for education agency "programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools." The implementation of this proviso will undoubtedly be an important forerunner to the triggering of

activity under Section 343. Clearly, attention has been directed to the need to coordinate the many presently independent efforts underway at Federal, state and local levels to provide comprehensive guidance, counseling, and testing programs in our schools.

State Plans

In order to receive funding and participate in the various Federal programs, applicants--in this case, the state education agency--must develop and submit a written plan. This plan, called the State Plan, consists of descriptions as to how the state will carry out the provisions of the law and the applicable rules and regulations. To receive payments under NDEA, Title V-A, for example, states were required to:

> develop a state plan, which must set forth a program for testing students which will identify those with outstanding aptitudes and abilities in the public secondary schools of the state and, if authorized by state law, in other secondary schools.
>
> set forth a program of guidance and counseling to advise students of study courses best suited to their ability, aptitudes, and skills; and to encourage students with outstanding aptitude and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions.
>
> provide that the state education agency will be the sole agency for administering the plan and that this agency will make such reports as may be necessary to enable the Commissioner to perform his duties under the Act. The State plan must also provide for such fiscal control and fund accounting procedures as may be necessary to assure proper distribution of, and accounting for, Federal funds paid to the State. (Office of Education, 1961, p. 17)

The State Plan, then, is the necessary vehicle for the implementation of Federal programs at state and local levels. It is the practice of the

United States Office of Education to develop and disseminate outlines for use by the states in developing their plans. An excellent example of this is found in Appendix F ("Instructions for Preparing a State Plan") of the report prepared for the United States Senate Subcommittee on Education of the Committee on Labor and Public Welfare (U.S. Senate Subcommittee, 1967). These notes and working papers concerning the administration of programs authorized under Title V of NDEA (as amended) present an outline, with instructions, of required provisions and acceptable formating to be used by states in submitting State Plans.

In Part D, Title III, P.L. 94-482, the State Plan takes on added importance because it acts as a catalyst for bringing together and coordinating several programs/laws which presently exist to support counseling, guidance, and testing activities. The enabling language is found in Section 344 (b) of this Act: "The Commissioner is authorized to make grants to States to assist them in carrying out programs to coordinate new and existing programs of guidance and counseling in the States" (90 STAT. 2226).

The rules and regulations which will apply to grants under this section are found in "Subpart D--Coordinating Guidance and Counseling Programs." These rules and regulations are as follows (Federal Register, Vol. 42, No. 164, August 24, 1977, pp. 42763-42764):

Subpart D—Coordinating Guidance and Counseling Programs

§ 191.40 Scope.

This subpart applies to the program of guidance and counseling for which grants are authorized by section 344(b) of Part D of Title III of Pub. L. 94-482.

(Sec. 344(b), 20 U.S.C. 2834(b).)

§ 191.41 Purpose.

The purpose of the program authorized by this subpart is to assist States in coordinating new and existing programs of guidance and counseling in the States, working with the assistance of and in cooperation with the administrative unit within the Office of Education responsible for coordinating and providing information on guidance and counseling under section 343(a), Part D, Title III of Pub. L. 94-482.

(Sec. 343(a)(3), 344(b), 20 U.S.C. 2533(c)(3), 2534(b).)

§ 191.42 Eligible applicants.

Grants under this subpart may be made only to that State agency within each State which is vested with the direct and primary responsibility for State supervision of programs of guidance and counseling at the elementary and secondary school levels.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.43 Activities.

Coordination of guidance and counseling programs supported under this subpart may include, but is not limited to, the following activities:

(a) Identification of guidance and counseling programs supported jointly or separately by Federal programs, and by State and local programs;

(b) Initiating and conducting a Statewide guidance and counseling needs assessment to determine priorities for program development;

(c) Development of a plan and strategies for implementing these programs in terms of common goals and objectives as determined through the needs assessment;

(d) Planning and conducting appropriate action steps to accomplish goals and objectives such as preparation of position statements, providing for consultative or technical assistance, conducting conferences and workshops, sharing information through appropriate publications and other means, evaluating program outcomes in terms of established objectives, and other related activities necessary for the coordination and improvement of new and existing programs of guidance and counseling in the State;

(e) Participating in the activities of the Office of Education's administrative unit pursuant to section 343(a) of Pub. L. 94-482; and

(f) Commenting on applications under subpart C of this part, as provided for in § 191.32.

(Interprets Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.44 Required application data.

Each applicant for assistance under this subpart must submit an application which includes:

(a) A cover sheet(s) which includes a brief abstract of the proposed project; and

(b) An operational plan describing in detail how the applicant proposes to achieve the purposes of the program.

(1) The operational plan must include, but need not be limited to:

(i) A description of the needs to be met by the proposed plan, e.g., the need to reduce duplication of efforts in the State in guidance and counseling;

(ii) Objectives which are clearly related to the purposes of this subpart;

(iii) A description of the project activities and information on the proposed size, scope, and duration of the project;

(iv) Plans to include other institutions and agencies in the proposed activities;

(v) An evaluation design;

(vi) Identification of all proposed staff, their duties, and a description of the qualifications possessed by all proposed professional staff;

(vii) An estimated cost for each of the proposed activities;

(viii) Milestones and dates for the completion of each project activity; and

(ix) A description of any activities to be contracted.

(2) Applicants are encouraged to respond in the operational plan to each of the criteria in § 191.45 in the sequence described.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.45 Review criteria.

(a) Applications submitted under this subpart will be reviewed to determine the extent to which they meet the criteria in this section. Each criterion is assigned a maximum score and is weighted in terms of its relative value to the rest of the criteria. The total number of points for all criteria is 100.

(b) The following criteria will be utilized by the reviewers in reviewing applications:

(1) *Need.* Maximum score, 10. The need for the proposed plan to reduce duplication of efforts in the State in guidance and counseling is clearly established.

(2) *Objectives.* Maximum score, 25. The proposed plan includes sharply defined and clearly stated objectives which are related to the purpose of this subpart and which are capable of being attained by the proposed activities and capable of being measured.

(3) *Activities.* Maximum score, 25. The project activities are designed to achieve each of the proposed objectives, and milestones and dates for completing each project activity are clearly set forth.

(4) *Evaluation.* Maximum score, 10. The quality of the evalution design to determine the attainment of objectives.

(5) *Personnel.* Maximum score, 10. The quality of staff with specified duties and qualifications necessary to achieve objectives.

(6) *Budget.* Maximum score, 10. The estimated cost for each of the proposed activities is reasonable in relation to

anticipated results, and the size, scope, and duration of the project is adequate to secure productive results.

(7) *Cooperative arrangements.* Maximum score, 10. The strength and quality of arrangements made by the applicant to work with other appropriate institutions and agencies.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.46 Project duration.

Project awards pursuant to this subpart will be for a grant period of up to one year. If a grantee seeks to receive assistance under this part for an additional period beyond the grant period, a new application for a new grant award must be submitted.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.47 Project funding.

(a) While there is no formula for the distribution of funds under this subpart, the Commissioner intends to make a grant to all States that meet the requirements in § 191.44 and propose projects of sufficient quality under the criteria set forth in § 191.45.

(b) The size of an award will be affected by the Commissioner's intent to fund all the States in accordance with paragraph (a) of this section and by the scope and quality of the project as measured by criteria set forth in § 191.45.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

§ 191.48 Allowable costs.

Allowable costs pursuant to this subpart shall be determined in accordance with principles set forth in appendix B of Subchapter A of this chapter (Office of Education General Provisions Regulations).

(20 U.S.C. 1221c.)

§ 191.49 Capacity to carry out the project.

Notwithstanding the specific evaluation criteria in § 191.45, the Commissioner will not fund an application under this subpart unless the Commissioner is satisfied that the applicant has the capacity successfully to carry out the project.

(a) In making this judgment, the Commissioner will consider such factors as:

(1) Both the programmatic and financial management capacities of the applicant organization and its staff;

(2) Past performance by the applicant—

(i) In carrying out any prior grant under this part; or

(ii) In carrying out similar projects—with respect to such matters as achievement of objectives, adherence to the project conditions, programmatic and financial management, and the governing board's assumption of responsibility;

(3) Adequacy of facilities and other resources, including consideration of any litigation or dispute which calls into question the continued availability of the facilities and resources to the applicant; and/or

(4) Consideration of local community factors which may prevent the successful operation of the grant.

(b) If the Commissioner decides not to fund an application based upon this section, the Commissioner will do so only after providing reasonable notice and an opportunity to the applicant to rebut, in writing or in an informal meeting with the responsible officials of the U.S. Office of Education, the basis for the decision.

(Implements Sec. 344(b), 20 U.S.C. 2534(b).)

[FR Doc.77-24429 Filed 8-23-77;8:45 am]

Three Approaches to State Planning

Three states--Hawaii, California, and Maryland--have made substantial inroads to planning for the coordination of new and existing counseling, guidance, and testing programs. Planning in Hawaii occurred as a result of state legislative mandate and an earlier concern for strengthening and expanding counseling and guidance programs. Impetus for planning in

California came from the Office of the State Superintendent of Public Instruction. In this instance, a task force was given the responsibility of "studying pupil personnel services available to students in California schools and developing a plan for improving and extending those services where needed" (Guidance and Counseling Task Force, 1975, p. v). In Maryland, the planning was undertaken in anticipation of the passage and implementation of P.L. 94-482. The Hawaii, California, and Maryland approaches are presented in this section, together with summary comments.

Hawaii. In 1972, the Hawaii House of Representatives passed House Concurrent Resolution No. 16, mandating the State Department of Education to "mobilize a task force to assist in formulating a State plan for a comprehensive counseling and guidance program" (pp. 80-82). The task force was charged to (but not restricted exclusively thereto):

1. Review the current literature in regard to trends and issues in counseling elementary and secondary children;
2. Develop a statewide model for developmental-educational counseling, vocational-technical counseling, and occupational-college guidance;
3. Establish clearly defined priorities in terms of levels and areas of emphasis for counseling services concomitant to effective cost-benefit analysis;
4. Clearly delineate the State's long range and short range program goals for counseling elementary and secondary children;
5. Recommend appropriate individual, group and innovative counseling techniques;
6. Develop an adequate university-DOE training program;
7. Develop a viable administrative structure;

8. Develop a rationale in deploying counselors on program needs basis; and

9. Establish a role and function description for all guidance personnel.

The Hawaii State Plan pulls together "all that currently is provided students fragmentally and sporadically in the name of guidance and counseling into a more systematic and meaningful structure" (Department of Education, 1975, p. 4). This is characterized at the state level by "inadequate coordination among guidance related programs and activities. Too often, programs are developed and transmitted independently unless the program managers happen to communicate informally" (p. 13). The plan also includes descriptions of the roles and responsibilities which affect the agency's administrative structure in the areas of planning, budgeting, implementation, monitoring, and evaluation.

The initial study identified six problems/needs areas in Hawaii needing resolution in order to bring about better integration and more cohesive management of programs in counseling, guidance, and testing: (a) coordination, (b) understanding of guidance, (c) services and activities, (d) personnel recruitment and development, (e) support services, and (f) funding. In describing the problems associated with coordination and the action needs to resolve these problems, the Hawaii State Plan states that:

> A role of systematic coordination in all levels of the Department--state, district and school--is reflected in the fragmented and uncoordinated fashion in which guidance and its related activities reach the students in Hawaii's schools. This deficiency contributes to the common misunderstanding of

the role of guidance, prevents its integration with the total curriculum, and widens the gap among related program areas. Resolution of the resultant problems requires:

a. Implementing deliberate and concerted efforts to bring together State guidance and related program managers in the planning and development of state-wide processes.

b. Developing guidelines which specify purposes, content and expected program attainment levels.

c. Delineating how guidance and counseling functions will be carried out in all levels of the Department, i.e., state, district and school.

d. Maintaining consistency in district level guidance and related program assignments.

e. Providing closer liaison between state and district personnel.

f. Increasing communication among school level guidance personnel to insure a multi-program team effort in working with students. (pp. 21-22)

It is quite apparent in the Hawaii plan that the overriding goal of coordinating counseling, testing, and guidance programs is to provide the best possible services for pupils. Significant also is the statement that lack of coordination contributes to misunderstanding of the role of guidance on the part of pupils, parents, teachers, and others. The developers of the State Plan in Hawaii, then, placed primary emphasis on identification of "Minimum Guidance Learnings and Experiences" (see Table I, reprinted here from p. 29 of the Hawaii State Plan).

The eventual impact of the State Plan on school counselor role and function, and thus on the counseling, testing, and guidance program, cannot be underestimated. How programs will be coordinated and what activities

TABLE 1
SCOPE OF MINIMUM GUIDANCE LEARNINGS AND EXPERIENCES

	Personal Development	Social Development	Educational Development	Career Development
Knowledge and Awareness	Self in relation to one's: - feelings - emotions - perceptions - interests - aspirations - values - physical characteristics	- Self and others - Interpersonal interaction - Family and self - Family and societal expectations - Areas of human differences: Individual, cultural, ethnic, racial differences, etc.	- Academic abilities and needs - Educational expectations, opportunities and requirements - Educational needs and life goals	- Career interests - Career needs and life goals - Career potentials - Career opportunities and requirements
Understanding and Attitudes	- Self-acceptance - Self-worth - Self-management	- Accepting others as they are - Understanding the reciprocal relationship between self and others	- Intellectual and academic potentials and limitations - Development of potentials to their fullest - Acceptance of learning as lifelong process	Career as a means of: - self-development - life fulfillment - earning a living
Skills	- Self appraisal and assessment - Management of one's life	- Interpersonal relations - Cooperative living - Modifying one's behavior	- Appraising educational opportunities and requirements - Formulating educational plans	- Exploring career opportunities and requirements - Formulating career plans
	- Setting life goals; making choices and decisions on life values and objectives; formulating realistic plans for the future and acting on them.			

(Reprinted from p. 29 of the Hawaii State Plan)

will be supported in the State Plan will all eventually influence the provision of these services at the local level. The administrative structure to implement the Hawaii State Plan at the state, district, and school levels illustrates this point very well. While all three levels are treated in Table 2 (reprinted here from pp. 47-48 of the Hawaii State Plan), it is the state level organizational roles and responsibilities which are most germane to the subject of this monograph.

TABLE 2

Organizational Roles and Responsibilities in Program Management

	STATE	DISTRICT	SCHOOL
ROLES	Develop, coordinate, and evaluate statewide program	Expedite and coordinate program implementation activities	Utilize and evaluate program
RESPONSIBILITIES in relation to: 1. Planning and Development	Organize State Guidance Committee Identify problem Decide on objectives, target groups, outcomes Conduct program analysis Design model Submit program design for review by all levels in the Department and other relevant groups Conduct pilot testing Develop statewide program implementation schedule Initiate, support, monitor, evaluate innovative and experimental programs Evolve interdisciplinary coordination	Organize District Guidance Committee Participate in program planning and development Assess and communicate needs to State Determine program implementation schedule Establish effectiveness levels Trade-off between and among resources available Develop district program implementation schedule Develop in-service strategy Evolve interdisciplinary coordination	Organize School Guidance Committee Participate in program planning and development Assess and communicate needs to district Determine program size for school Establish effectiveness levels Trade-off between and among resources available Develop school program implementation schedule Evolve interdisciplinary coordination
2. Budgeting	Prepare biennial program expansion request and justification for program installation Prepare annual operational and expenditure plans for statewide activities in in-service, program monitoring and evaluation Revise operational and expenditure plans if program adjustment needed	Prepare biennial district program expansion request and justification for program implementation Prepare annual operational and expenditure plans for district-wide activities in in-service, program monitoring, supervision and evaluation Revise operational and expenditure plans if program adjustment needed	Prepare expansion budget request Prepare operational and expenditure plans for program installation and maintenance

	STATE	DISTRICT	SCHOOL
3. Implementation	Develop educational policies and regulations Develop program standards for personnel, facilities, equipment Develop program guides and resource list Develop and coordinate installation plan including in-service Provide consultation services Make adequate provision for resources needed for implementation.	Interpret and articulate program to schools and community Modify policies and programs to fit local needs and constraints Acquire and use resources needed for accomplishing program objectives Identify personnel needs and submit personnel request to the Planning Office Develop handbook of district resources Direct or coordinate district-wide in-service activities	Modify or adapt strategies and activities to fit local needs and constraints Interpret and articulate program Organize the school for implementation - scheduling, staffing, programming Identify personnel needs and submit personnel request to District Office Assess in-service need and articulate the District Office Acquire and use resources needed for accomplishing program objectives
4. Monitoring and Supervision	Ensure that program being implemented according to objectives, policies and program framework Review budgets submitted by districts for consistency with implementation plan Coordinate State's and districts' implementation activities	Supervise and monitor program content, strategies and materials for consistency with program framework Provide technical consultation and advice to school personnel and community groups Coordinate implementation activities between state and school, Department and community	Monitor for suitability of learning activities and utilization of resources to meet student needs
5. Evaluation	Evaluate total program effectivenss annually Evaluate program component periodically Evaluate statewide in-service and pilot activities Develop guidance program evaluation instrument in cooperation with statewide assessment instrument development for the Foundation Program objectives	Evaluate how schools are implementing the state plan and design Evaluate effectiveness of district-wide in-service activities	Evaluate on pre-post basis Conduct follow-up studies of students to assess program effectiveness

(Reprinted from pp. 47-48 of the Hawaii State Plan)

California. As in Hawaii and Maryland, the California plan grew out of a concern to respond more effectively to the counseling and guidance needs of students and of the communities in which they live. The scope of the study and preparation of the California plan, however, go beyond counseling and guidance to include the broader field of pupil personnel services. The work of California's Guidance and Counseling Task Force is still most promising and applicable to the development of a State Plan under Part D, Title III, P.L. 94-482 and the coordination of the delivery of counseling and guidance services. The final report of the task force is divided into four major sections (Guidance and Counseling Task Force, 1975):

1. The results of a statewide assessment of the needs and problems of individuals and society in relation to pupil personnel services.

2. The plan of the State Department of Education for improving pupil personnel services in California.

3. The development of plans for improving pupil personnel services provided by offices of county superintendents of schools and school districts.

4. Promising practices and programs in California schools related to satisfying identified individual and societal needs through pupil personnel services. (p. v)

In carrying out its responsibilities, California's Guidance and Counseling Task Force operated under these two assumptions:

[1] It was necessary first to assess the condition of pupil personnel services in California schools to determine what shortcomings existed before desirable changes could be proposed. Also considered important was the need to identify and give visibility to programs already operating effectively.

[2] Involvement of all kinds of persons inside and outside the school setting was necessary for the development of a plan. (p. 1)

The unique contribution of California's efforts to this monograph--outside of the numerous excellent suggestions for carrying out such a task and involving a wide sector of the education community and groups and citizens-at-large--is the development of a needs assessment instrument to measure the status of pupil personnel services at the local level. This instrument is reprinted in Appendix B of this monograph. The accurate assessment of student needs for counseling and guidance are an important consideration in the development of a State Plan for guidance and counseling.

The Task Force also identified and endorsed as part of the State's overall Plan 12 basic elements of effective pupil personnel services programs:

1. Pupil personnel programs should be designed for all students and should provide for continuous developmental activities throughout the students' time in school. These programs should focus on the affective domain of education and be identified as the "pupil personnel curriculum."

2. The ideal thrust of pupil personnel programs should be preventive in nature even though crises must be carefully dealt with when they occur.

3. Developmental or preventive programs should focus on meeting identified individual needs. "Hit-or-miss" and "drop-in" methods are seldom effective.

4. Guidance services should be the responsibility of the entire school staff. Pupil personnel specialists have specific responsibilities for providing leadership, consultation, and special skills as needed.

5. Pupil personnel specialists should be first of all advocates for students. Therefore, the responsibility of specialists at times may be to assist the institution to change to meet student needs; at other times, to help the student adjust to the institution.

6. The pupil personnel specialist should utilize available community resources. Lay people, paraprofessionals, and other community professionals provide services that supplement those provided by the pupil staff. Time should be provided for coordination of these sources of help.

7. Career development should be emphasized for all students, not just for "terminal" students. A developmental approach should be undertaken that begins in kindergarten and continues throughout a student's time in school. Students should be encouraged to look at all alternatives open to them in harmony with their abilities, interests, and desired life-styles.

8. An effort should be made to help each individual develop an understanding of self and the ability to solve personal problems and relate to others. Attempts should be made to attack the cause of student alienation rather than to attempt to cope with symptoms such as drug abuse, campus conflicts, discrimination, and venereal disease.

9. Pupil personnel specialists should be involved in developing goals and objectives for the entire school as well as for pupil personnel services. They should be involved as well in efforts to make the curriculum and the school atmosphere more consonant with students' needs.

10. Pupil personnel specialists should be concerned with helping teachers to provide the best possible learning conditions in the classroom as well as inservice training on how children learn.

11. Pupil personnel specialists with skills in student assessment should, in addition to assessing learning problems of students and recommending placement in special classes, assist teachers in developing and implementing classroom strategies to prevent these problems and help solve them when they cannot be prevented.

12. The pupil personnel program should have specific goals and objectives to be attained by the persons having specific competencies. Evaluation, both short-range and long-range, should be an essential part of the program. (pp. 4-5)

The California Task Force also included in its report a timely chapter on Department of Education leadership. In addition to describing functions

of the State staff in improving pupil personnel services at the local and intermediate levels, the plan also presents goals, objectives, implementation strategies and activities, and expected outcomes. Goal 3.0 of California's 1974-75 plan is especially relevant to the subject of this monograph. Information on this is given in Table 3 and serves to illustrate a very workable approach to developing the broader State Plan for coordinating counseling, guidance, and testing programs.

Table 3
State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75

Goal 3.0: Improve pupil personnel services in California schools by coordinating efforts within the Department related to pupil personnel components.

Objectives	Implementation strategies	Implementation activities	Expected outcomes
Establish liaison with appropriate Department of Education units to inform them of identified individual and societal needs and to seek their assistance in meeting those needs.	Establish a Department pupil personnel services liaison committee to articulate between units and plan for inservice training (to include the Adult Education Unit, the Career Education Task Force, the Vocational Education Support Unit, the Health Core, the Bilingual-Bicultural Task Force, the Bureau of Intergroup Relations, and others).	Establish the pupil personnel services liaison committee by October 21, 1974. Hold at least two meetings by February 1, 1975, to coordinate with Department units having pupil personnel components. Hold meetings of the pupil personnel services liaison committee at least four times during 1974-75 and thereafter as requested or needed.	Coordination with at least four Department of Education units having pupil personnel services components will have been accomplished in at least two activities.
Increase the capabilities of other Department of Education staff in units with pupil personnel services components so that the Department can assist county office and school district personnel in planning pupil personnel services programs.	Implement the plan for vocational education career guidance inservice training and continue to work with the Career Education Task Force.	Implement the plan for vocational education career guidance inservice training. Continue to work with the Career Education Task Force. Work with special education staff to clarify the role of the pupil personnel services specialist in the Special Education Master Plan (to be done by the pupil personnel services liaison person). Establish liaison with the Early Childhood Education Management Team and other Department units which would interface with the Pupil Personnel Services Core.	At least two inservice training programs will have been held involving staff from at least two Department units. The role of the Department's pupil personnel services specialist in relation to staffs in other Department units will have been clarified/defined.

(Guidance and Counseling Task Force, 1975, pp. 26-27)

Maryland. Shortly after the enactment of P.L. 94-482, The Education Amendments of 1976, the Maryland State Board of Education developed its rationale for a State Plan for guidance and counseling. This action was motivated by a realization of the importance and potential of the provisions of Section 344 (b), Part D, Title III of this legislation. The State Board welcomed a long-acknowledged need to coordinate the delivery of guidance and counseling programs at the state and local levels. The following recommendations were made to begin the development of Maryland's plan (Pinson, 1977):

1. That a State Plan for Guidance and Counseling be prepared by a team of experts appointed by the Superintendent of Schools.

2. That such plan will reflect the commitment of the Department of Education to recognize and provide resource assistance to the implementation of the guidance components found in other state plans in both the public and private nonprofit sectors.

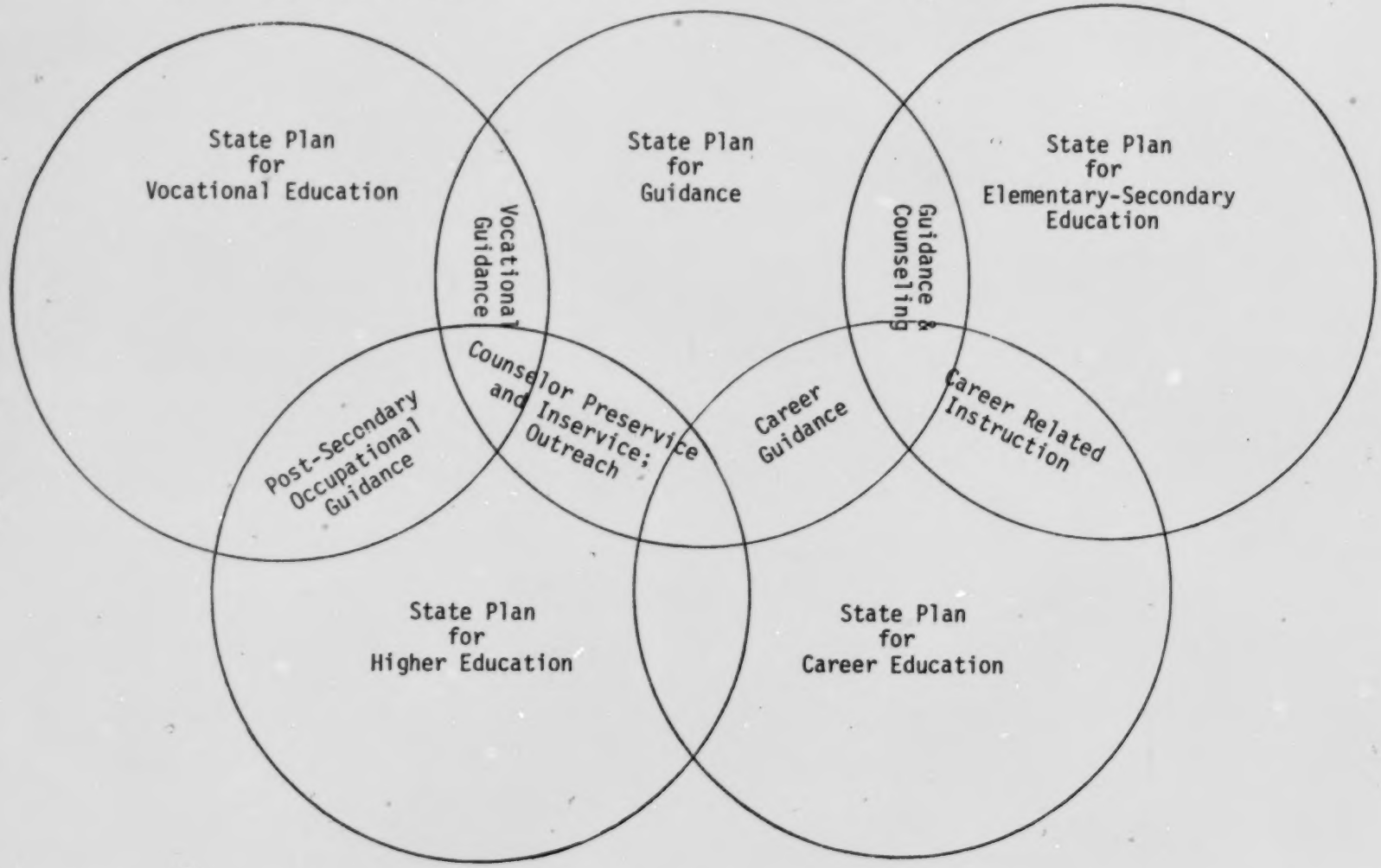
3. That those preparing the plan would be representative of (a) department members responsible for guidance in various divisions; (b) the counseling profession in the field; (c) the private, nonprofit sector; and (d) the parent, student, and employed communities at large.

According to Pinson, five areas of overlap in providing counseling and guidance in Maryland were identified. These are shown in Figure 1. It should be noted that the interchangeable parts are equally status-loaded or weighted, i.e., one part is not seen as being larger or smaller than the other parts in this plan.

Clearly, other areas could be added to this scheme. These would include at least the State Plans for ESEA, Titles I, IV-B, and IV-C in

Figure 1

The Interrelationships of Counseling and Guidance Programs in the State of Maryland



Implications: Interface of Plans, Advisory Council Memberships and State Boards; Coalition of Education Information Ctrs., Lifelong Learning Ctrs., State Occupational Information Coordinating Committees and Career Information Systems; Interchangeable Guidance Components Addressing Each of the Five State Plans; Extra & Inter Agency Coalition of Services; e.g., CETA, Corrections, etc.

Note. Figure 1 is taken from N. Pinson, unpublished working documents in guidance and counseling, Maryland State Department of Education, Baltimore, MD, February, 1977.

terms of support provided or available therein for counseling, testing, and guidance. Attention must also be given to related requirements set forth in Title IX (sex role stereotyping, etc.) of the Civil Rights Act and The Education of Handicapped Children Act, P.L. 94-482. Whether these requirements are shown separately or considered as subparts within a single grouping (e.g., under State Plan for Elementary-Secondary Education) will depend upon administrative considerations on a state-by-state basis. The major point is that all Federal and state programs which make available support for, or which impact by rule making authority on, counseling, testing, and guidance will need to be identified and coordinated in terms of delivery.

The efforts of the Maryland State Board of Education with regard to counseling and guidance are aptly reflected in the comments of Ake (1977). Although he addresses the narrower topic of career guidance, his statement is applicable to the whole field of counseling and guidance:

> The state can identify activities and strategies that can be carried out nationally, state-wide and locally at the district. Such planning can broaden the scope of career guidance and helps insure that all students' needs for their career development are being met. A matrix can be developed that would demonstrate how planning can pervade all areas, exceptional students, handicapped, aged, adults, etc. and meet multi needs.
>
> Obtaining funding and good management practices are obvious reasons for the state planning of career guidance. Not so obvious a reason but one that is equally important and has tremendous potential for the successful completion of a plan is the involvement of people.
>
> 'People Power', as is so often heard, applies as well to the state planning of career guidance as it has elsewhere. The state plan should include input and collaboration with persons from governmental and state agencies, correctional

institutions, juvenile justice, HEW, HRS, social work agencies, private and public educational institutions, state employment services, professional organizations and so on. The more significant persons that are involved the better the chances of meeting the state goal of providing for the career development needs of its population.

Through a carefully thought out and well designed state plan for career guidance the state can directly influence and affect legislation.

In Florida we have been able to obtain legislation for student services mandating job functions for the school counselor, placement and follow-up legislation, and the occupational specialist legislation whose primary activities are in career guidance. These programs have been funded each year and their success can be contributed to organized efforts and planning. Through the development of state plans, Florida has been able to make changes in sex discrimination, graduation requirements, competency based curriculums, and many other areas that affect the students career development within the state educational system.

Another good reason for planning at the state level involves staying abreast of and having input into related educational activity. Since any changes in the educational system has an affect on students' career development it is very helpful to be aware of proposed and actual changes. Even better is to be able to affect these changes before they occur.

National and state surveys, local district education assessments, program reviews and student follow-up studies continually demonstrate that youth and adults want and need more assistance in planning and developing their career. This has been listed as either their number one or number two need consistently for the past few years. Only through a coordinated state effort will be able to more effectively reduce this need. By bringing all our possible state resources to bear upon this task Florida hopes to have career guidance become an <u>expected</u> outcome rather than a <u>desired</u> one. (p. 8)

<u>Summary</u>. Three states--Hawaii, California, and Maryland--have developed viable state plans to coordinate and improve the delivery of counseling, testing, and guidance services. The unique approaches used

in each of these states can be useful in helping others to develop a state plan under Section 344 (b), Part D, Title III, The Education Amendments of 1976.

Although the impetus for the Hawaii plan stemmed primarily from its own legislature and preceded by some 4 years the enactment of P.L. 94-482, the needs expressed for both are similar. The six problems/needs areas identified in Hawaii parallel closely the findings of the Congress during the deliberations which led to the passage of Part D, Title III, P.L. 94-482. The nine charges given the Hawaii task force together with the three recommendations for the development of the Maryland plan provide excellent direction to any state in beginning work on its own state plan.

The California State Plan is unique because of its focus on counseling and guidance as an integral part of a larger whole--pupil personnel services programs. It is also a state education agency-initiated effort. Drafters of state plans under Part D, Title III, P.L. 94-482 will want to give special attention to California's student needs assessment instrument as well as to Hawaii's approach of involving varied publics in development of the plan. Planning developers will find very helpful not only the identification of the components of successful pupil personnel programs in the California plan but also the treatment of the relationship between state, local, and intermediate education agencies. The scheme developed in the Maryland plan which shows the interrelationships of various counseling and guidance programs should also help planners to conceptualize the elements that should be included in state plans. The existence of state funded programs (e.g.,

categorical support for elementary school counseling and guidance) and the organization of the state education agency (e.g., K-12, K-16) will be factors in adapting Figure 1 on a state-by-state basis.

Developing the State Plan--The Next Step

As noted earlier, the State Plan is the vehicle whereby states receive funding and participate in Federal programs. Under Title III, Part D, there will most likely be two stages of implementation. These will be an appropriation of funds to support activities under Sections 342 (b) (1) and 343 (a) (2) and (3) during 1977-78; and under Sections 343 (a) (1) and 344 during 1978-79 and perhaps beyond. Separate, but related, approaches to state planning will be necessary in each of these stages.

Harris and Seibert (undated), in their handbook of standard terminology for recording and reporting information about State Education Agencies, fail to define specifically the term "state plan." However, their definition of "planning" can be applied to "state plan" as well:

> 03. 02 02 00 00 Planning
>
> The selection or identification of the overall, long-range goals, priorities, and objectives of the agency, and the formulation of various courses of action in terms of identification of needs and relative costs or benefits for the purpose of deciding on courses of action to be followed in working toward achieving those goals, priorities, and objectives. (p. 89)

The authorizing language for the development of the state plan to coordinate the delivery of counseling, guidance and testing programs is found in Section 344 (b), Part D, Title III, P.L. 94-482. This proviso is brief and to the point:

> The Commissioner is authorized to make grants to States to assist them in carrying out programs to coordinate new and existing programs of guidance and counseling in the States.

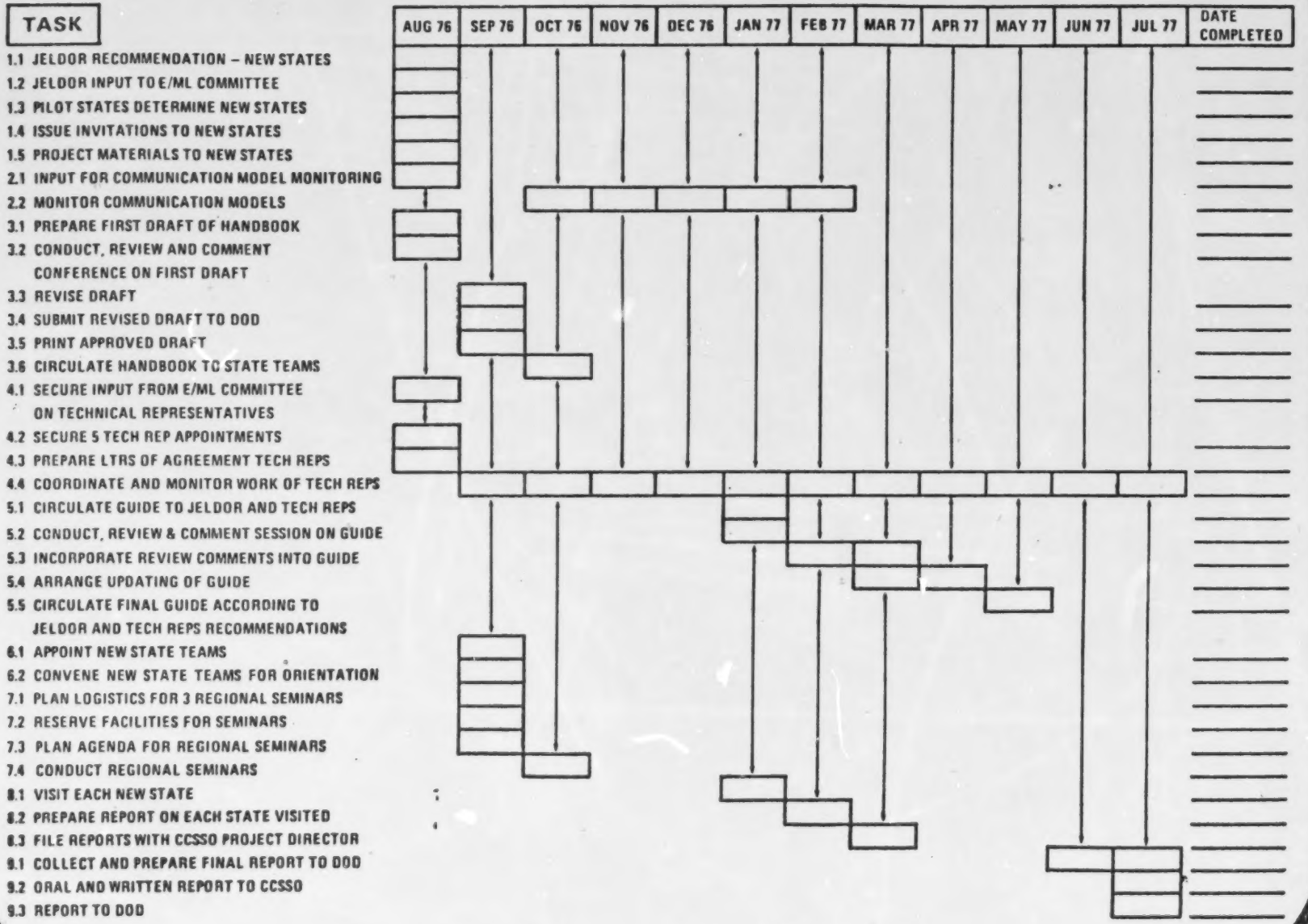
The law has been supplemented by rules and regulations promulgated through the United States Office of Education. These rules and regulations were presented earlier in this monograph (pp. 6-8). The major topical areas include: (a) activities authorized to be funded, (b) required application data, and (c) how applications will be reviewed in the U.S. Office of Education.

Numerous ideas/methods to developing a State Plan may be found in the overview of the Hawaii, California, and Maryland plans. It is especially important that those who will be involved read the law (including all of Part D, Title III) and analyze and understand the rules and regulations. Beyond that point, certain sound principles of management are needed. The Program Evaluation and Review Technique (PERT) is an excellent example. A useful discussion of PERT applications in education is presented in a text by Cook (1966).

A technique which could be easily adapted as a flow-chart in the completion of the State Plan is one developed for the Education/Military Liaison Project (Figure 2). To adapt this particular PERT treatment, state personnel would obviously develop their own lists of tasks to be completed with accompanying target dates. In developing a similar

Figure 2

Education/Military Liaison Project


TASK
AUG 76
SEP 76
OCT 76
NOV 76
DEC 76
JAN 77
FEB 77
MAR 77
APR 77
MAY 77
JUN 77
JUL 77
DATE COMPLETED
1.1 JELDOR RECOMMENDATION – NEW STATES
1.2 JELDOR INPUT TO E/ML COMMITTEE
1.3 PILOT STATES DETERMINE NEW STATES
1.4 ISSUE INVITATIONS TO NEW STATES
1.5 PROJECT MATERIALS TO NEW STATES
2.1 INPUT FOR COMMUNICATION MODEL MONITORING
2.2 MONITOR COMMUNICATION MODELS
3.1 PREPARE FIRST DRAFT OF HANDBOOK
3.2 CONDUCT, REVIEW AND COMMENT CONFERENCE ON FIRST DRAFT
3.3 REVISE DRAFT
3.4 SUBMIT REVISED DRAFT TO DOD
3.5 PRINT APPROVED DRAFT
3.6 CIRCULATE HANDBOOK TO STATE TEAMS
4.1 SECURE INPUT FROM E/ML COMMITTEE ON TECHNICAL REPRESENTATIVES
4.2 SECURE 5 TECH REP APPOINTMENTS
4.3 PREPARE LTRS OF AGREEMENT TECH REPS
4.4 COORDINATE AND MONITOR WORK OF TECH REPS
5.1 CIRCULATE GUIDE TO JELDOR AND TECH REPS
5.2 CONDUCT, REVIEW & COMMENT SESSION ON GUIDE
5.3 INCORPORATE REVIEW COMMENTS INTO GUIDE
5.4 ARRANGE UPDATING OF GUIDE
5.5 CIRCULATE FINAL GUIDE ACCORDING TO JELDOR AND TECH REPS RECOMMENDATIONS
6.1 APPOINT NEW STATE TEAMS
6.2 CONVENE NEW STATE TEAMS FOR ORIENTATION
7.1 PLAN LOGISTICS FOR 3 REGIONAL SEMINARS
7.2 RESERVE FACILITIES FOR SEMINARS
7.3 PLAN AGENDA FOR REGIONAL SEMINARS
7.4 CONDUCT REGIONAL SEMINARS
8.1 VISIT EACH NEW STATE
8.2 PREPARE REPORT ON EACH STATE VISITED
8.3 FILE REPORTS WITH CCSSO PROJECT DIRECTOR
9.1 COLLECT AND PREPARE FINAL REPORT TO DOD
9.2 ORAL AND WRITTEN REPORT TO CCSSO
9.3 REPORT TO DOD

task/time chart, planners would want also to note the numbering system used in this project. Items numbered 1.1 through 1.5 pertain to "starting up"; 2.1 through 2.2 deal with communications; and so on to 9.1 through 9.3, which involve the final reporting. Other steps to be considered include:

1. Development of a mission statement.

2. Identification of a task force and designation of an overall leader.

3. Review of the task at hand and development of a plan of action with datelines.

4. Determination of the various publics of counseling and guidance which should be involved and establishment of advisory committees.

5. Implementation of the plan of action and the gaining of support for the final plan from those who will be affected by it.

In Appendix C, selected additional resources are cited which can be used in developing and implementing the state plan. These resources complement those used as references in this monograph. State education agency personnel are also encouraged to consider the recommendation made in the Preface to pool efforts on a regional basis in developing state plans under Part D, Title III, P.L. 94-482.

As has been noted, states will follow at least a two-phase approach to developing their plans to coordinate the delivery of counseling and guidance services and programs at the K-12 levels. Following this line of thinking, planning steps which will need to take place under Section

344 have been suggested. Building upon many of these, the Wisconsin Department of Public Instruction developed its plan of activities to be carried out under Section 342 (b) (1) during 1977-78. This plan will serve as a foundation to later work in designing the Wisconsin State Plan.

> s. 191.18 Required application
>
> Any state or other eligible applicant under s. 191.17 desiring to receive funds for the purpose of this subpart shall, as a condition to the receipt of these funds, file an application with the Commissioner providing the following information:

The material that follows is taken from the Wisconsin plan. This "plan" has not been published but has been submitted to the United States Office of Education in letter/commentary format and accepted by USOE. Section (a) has been omitted since it pertains to the appropriate state agency to receive funds and does not relate to the purposes of this paper. Relevant sections of the Wisconsin plan are cited below.

191.18 (b) The needs to be met by the proposed activity:

b.1 Expanded continuing education opportunities and experiences for school counselors.

b.2 Improved and increased assessment activities to better determine the needs and effectiveness of school counseling

and guidance programs and personnel.

b.3 Expanded efforts to identify and disseminate information about promising practices in staffing and conducting elementary and secondary school counseling and guidance programs.

b.4 Improved coordination among counseling and guidance activities supported in part or in total by Federal programs and administered by the SEA.

b.5 Expanded efforts to improve pre-service training of school counselors through cooperative activities with counselor trainers and institutions.

b.6 Provision of in-service training opportunities for supervisors of school counselors in order to improve supervisory knowledge and skills.

b.7 Additional assistance for SEA staff in planning, implementing and evaluating leadership and supervisory activities and services to strengthen and expand counseling and guidance programs at the elementary and secondary school levels.

b.8 Improved communication between representatives of LEA counseling and guidance personnel, university trainers of school counselors and SEA counseling and guidance staff.

b.9 Continued cooperative efforts between SEA counseling and guidance staff with school counselors' professional

organizations for the further enhancement of the profession.

191.18 (c) Objectives which are clearly related to the purposes of this program and capable of being attained by the proposed activities:

c.1 The number and variety of continuing education experiences for school counselors will be increased by at least 25% over the 1976-77 school year. (Need b.1)

c.2 At least one major, statewide research effort will be planned and conducted regarding the status of school counseling and guidance programs and personnel in the state with wide dissemination of the findings and recommendations. (Need b.2)

c.3 The SEA will continue to encourage and communicate to LEAs information on counseling and guidance program and staff assessment techniques and at least ten LEAs will be provided extended assistance in this area. (Need b.3)

c.4 The SEA will continue to collect and disseminate information about promising practices in staffing and conducting elementary and secondary school counseling and guidance programs. This will include the establishment and maintenance of a data bank on these promising practices. (Need b.3)

c.5 The SEA counseling and guidance staff will identify and

study the various sources of funding which support counseling and guidance activities and prepare a written plan as to how coordination of these activities could be achieved including the identification of strategies to communicate more information about these programs to counselors at the LEA level. (Need b.4)

c.6 At least one, and preferably two, meetings of representatives of school counselor training institutions in the state with members of the SEA counseling and guidance staff and selected LEA personnel will be planned and carried out for the purpose of examining in-service and preservice needs of school counselors in the state and the implications of same with regard to curricula, selection, retention, outreach activities, etc., at the training institutions. (Need b.5)

c.7 At least three (of a total of nine) counselor training programs will be visited by the SEA counseling and guidance staff to review and evaluate the preparation program for school counselors. An approved status will be determined by the staff. (Need b.5)

c.8 At least one, and preferably three, in-service training activities for LEA supervisors of school counselors on the matter of supervision will be planned and carried out by the SEA counseling and guidance staff. (Need b.6)

c.9 A unique doctoral level internship in counseling and guidance will be established at the SEA level in cooperation with the University of Wisconsin. The intern will work under the supervision of the SEA staff and will assist in carrying out the program activities described in this application. (Need b.7)

c.10 An ad hoc advisory committee of not less than seven representatives of LEA counseling and guidance personnel and University trainers of school counselors will be identified and will meet with the SEA staff at least three times during the program year. (Need b.8)

c.11 The SEA counseling and guidance staff will provide appropriate assistance, leadership and service to school counselors' professional organizations as may be requested and time is available. This will include serving in advisory capacities on the governing bodies of said organizations. (Need b.9)

191.18 (d) A description of the activities to be carried out with those funds which satisfies the Commissioner (1) that these activities are designed to achieve the stated objectives, and (2) that funds will be used only to carry out the purposes of this subpart:

d.1 Workshops, conferences and meetings related to program needs and objectives. Funds will be used to cover costs

of materials, supplies, consultants, travel, on-site meals and lodging, etc.

d.2 Research, publication and dissemination activities related to program needs and objectives. Funds will be used to cover costs of conducting and analyzing research; publishing monographs, reports, brochures, etc.; and dissemination efforts.

d.3 Salaries of consultants, a doctoral intern and other limited term employees to carry out assignments related to program needs and objectives. Funds will be used to cover costs of salaries, travel, personal expenses and office housing needs associated with assigned responsibilities.

d.4 State directed projects designed to expand and/or strengthen counseling and guidance programs at the elementary and/or secondary school levels. Funds will be used to cover costs of personnel, materials, supplies, incidental expenses, data processing and dissemination associated with developing and carrying out these projects.

d.5 Meetings of an ad hoc advisory committee to advise the program staff regarding activities to be carried out under the program. Funds will be used to cover costs of per diem, materials, travel, etc.

191.18 (e) A general description of the program staff and other resources to carry out the activities:

e.1 Two supervisors of counseling and guidance and one program administrator (25%) at the SEA level.

e.2 One full-time secretary.

e.3 Part-time consultative and program assistance as may be necessary.

e.4 Data processing, publications and technical assistance as may be necessary from the SEA.

e.5 One doctoral intern in counseling and guidance.

e.6 An ad hoc advisory committee of not less than seven representatives of LEA counseling and guidance personnel and school counselor trainers.

Summary

Provided under Part D, Title III, of The Education Amendments of 1976 (P.L. 94-482) is a unique opportunity for the Federal and state governments to address cooperatively a critical need in the counseling and guidance profession--the coordination of efforts to strengthen and expand the delivery of these vital services in the elementary and secondary schools of our nation. In enacting this landmark legislation, the Congress has found that:

> lack of coordination among guidance and counseling activities supported jointly or separately by Federal programs and by State and local programs has resulted in an underutilization of resources available for such activities. (90 STAT. 2224)

The key provisions of the legislation that address this problem are found in Sections 342 (b) (1), 343, and 344. States will receive funding for these first steps, which will serve to stimulate preparation for the more important later steps--the establishment of an administrative unit for guidance and counseling within the United States Office of Education, and the development of state plans to address the findings of Congress (i.e., the lack of coordination among and underutilization of guidance resources) in enacting Title III, Part D. This legislation has been warmly received nationwide by leaders in the school counseling and guidance profession. The profession as a whole is eager to implement the provisions of the law once the necessary funding of all parts becomes available.

It is hoped that this monograph will be of help to states just beginning the process of developing state plans to coordinate the delivery of school counseling and guidance programs--and, thus, to stimulate improvement and expansion of these vital services. To provide information and understanding, a discussion of the background leading to the legislation was presented, with an analysis of the legislation, together with examples of state planning for counseling and guidance in three states, suggestions for developing the state plan, selected other resources, and an annotated bibliography of materials which should be especially helpful in developing the state plan. The purpose has been to stimulate ideas and approaches to planning rather than to prescribe a common model. The State Plan developed by each state in response to this legislative breakthrough will depend on many factors characteristic of the state and its population. No one model

will apply to all states, but examples and resource materials can serve as a stimulus and can be adopted or adapted according to each state's unique needs. Congress has provided the challenge. Let us now answer the call to work together for the greastest good of those we serve.

REFERENCES

Ake, D. Primary reasons for state planning in career guidance. Adapted from a paper prepared originally for publication in the Newsletter of the Guidance Division, American Vocational Association, May 1977.

Cook, D. L. Program evaluation and review technique--Applications in education. Washington, D.C.: U.S. Government Printing Office, FS 5.212:12024, 1966.

Department of Education. State plan for comprehensive guidance program. Honolulu: State of Hawaii, March 1975, TAC 75-9196.

Education amendments of 1976, The. Public Law 94-482. Washington, D.C.: U.S. Government Printing Office, 20 USC 1001.

Erpenbach, W. J. The Wisconsin internship program in school counseling--An alternative in counselor preparation (Doctoral dissertation, University of Wisconsin). Ann Arbor, Michigan: University Microfilms, 1974, No. 74-18931.

Guidance and counseling task force. Pupil personnel services in California public schools--Needs, problems, and a plan for solutions. Sacramento: California State Department of Education, 1975.

Harris, Y. Y., & Seibert, I. N. (Eds.). The state education agency--A handbook of standard terminology and a guide for recording and reporting information about state education agencies. Washington, D.C.: U.S. Government Printing Office, undated, 1780-0822.

House concurrent resolution no. 16. House of Representatives, Sixth Legislature, State of Hawaii, 1972.

Kiernan, O. B. Politics and education. NASSP Bulletin, 1976, 60(396), 1-3.

Legislation recognizes important role played by U.S. counselors. Guidepost, October 21, 1976, pp. 6-7.

Office of Education. Report on the National Defense Education Act, fiscal year ending June 30, 1960. Washington, D.C.: U.S. Department of Health, Education, and Welfare, OE-10004-60, 1961.

Office of Education. The Federal-state partnership for education. The fifth annual report of the Advisory Council on State Departments of Education. Washington, D.C.: U.S. Government Printing Office, 1970, HE. 5.223: 23050-70.

Office of Education. Final regulations. The Education Amendments of 1976, (P.L. 94-482), Part D, Title III (Guidance and counseling programs). Federal Register, August 24, 1977, 42(164), 42754-42764.

Pinson, N., Coordinator for Vocational Guidance and Project Basic Liaison, State Department of Education, Baltimore, Maryland. Personal communication, February, 1977.

U.S. Senate Subcommittee on Education of the Committee on Labor and Public Welfare. Notes and working papers concerning the administration of programs authorized under Title V of the National Defense Education Act as amended. Washington, D.C.: U.S. Government Printing Office, 1967, 81-559 O.

Wisconsin Department of Public Instruction. Application for Federal assistance, section 342 (b) (1), part D, title III, P.L. 94-482. Madison: Instructional Services Division, unpublished document, September 1977.

Appendix A

The Education Amendments of 1976

Title III--Extensions and Revisions of Other Education Programs

Part D—Guidance and Counseling

FINDINGS

20 USC 2531.

Sec. 341. The Congress finds that—

(1) guidance and counseling activities are an essential component to assure success in achieving the goals of many education programs:

(2) lack of coordination among guidance and counseling activities supported jointly or separately by Federal programs and by State and local programs has resulted in an underutilization of resources available for such activities; and

(3) increased and improved preparation of education professionals is needed in guidance and counseling, including administration of guidance and counseling programs at the State and local levels, with special emphasis on inservice training which takes educational professionals into the workplaces of business and industry, the professions, and other occupational pursuits, and that increased and improved use of individuals employed in such pursuits are needed for effective guidance and counseling programs, including (A) bringing persons employed in such pursuits into schools, and (B) bringing students into such workplaces for observation of, and participation in, such pursuits, in order to acquaint the students with the nature of the work. .

APPROPRIATIONS AUTHORIZED

20 USC 2532.

Sec. 342. (a) There are authorized to be appropriated $20,000,000 for each of the fiscal years 1978 and 1979, to carry out the provisions of this part.

(b) (1) There are authorized to be appropriated $3,000,000 for fiscal year 1977, for purposes of grants to States made by the Commissioner for programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

(2) No sums are authorized to be appropriated under section 401(a) of the Elementary and Secondary Education Act of 1965 for fiscal year 1977, for the purpose of making grants under part B (Libraries and Learning Resources) of title IV of such Act, for such fiscal year which represent the amount authorized to be appropriated under paragraph (1) of this subsection.

20 USC 1801.

20 USC 1821.

(3) (A) The Commissioner shall allot the amounts appropriated under this subsection among Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this subsection. In addition, he shall allot from such amounts to (i) the Secretary of the Interior the amounts necessary for the programs, projects, and activities authorized by this subsection for children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior; and (ii) the Secretary of Defense the amounts necessary for the programs, projects, and activities author-

ized by this subsection for children and teachers in the overseas dependents schools of the Department of Defense. The terms upon which payment for such purposes shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this subsection.

(B) From the amounts appropriated to carry out this subsection, the Commissioner shall allot to each State from such amounts an amount which bears the same ratio to such amounts as the number of children aged five to seventeen, inclusive, in the State bears to the number of such children in all the States. For the purposes of this subparagraph, the term "State" shall not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. The number of children aged five to seventeen, inclusive, in a State and in all the States shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. "State."

(C) The amount of any State's allotment under subparagraph (A) or subparagraph (B) to carry out this subsection which the Commissioner determines will not be required to carry out this subsection shall be available for reallotment from time to time, on such dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under subparagraph (A) or subparagraph (B) but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use. The total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amounts reallotted to a State under this subparagraph from funds appropriated under this subsection shall be deemed a part of its allotment under subparagraph (A) or subparagraph (B).

ADMINISTRATION

SEC. 343. (a) The Commissioner shall establish or designate an administrative unit within the Education Division for purposes of— 20 USC 2533.

(1) carrying out provisions of this section;

(2) providing information regarding guidance and counseling as a profession, guidance and counseling activities of the Federal Government, and, to the extent practicable, activities of State and local programs of guidance and counseling; and

(3) advising the Commissioner on coordinating guidance and counseling activities included in all programs which he is authorized to carry out, and, to the extent he deems practicable, how such activities may be coordinated with other programs of the Federal Government and State and local guidance and counseling programs.

(b) The Commissioner may reserve an amount not to exceed 5 per centum of the sums appropriated under this part to carry out the provisions of this section.

PROGRAM AUTHORIZED

SEC. 344. (a) The Commissioner is authorized, on a competitive basis, to enter into contracts and make grants to State and local educational agencies, to institutions of higher education, and to private nonprofit organizations to assist them in conducting institutes, work shops, and seminars designed to improve the professional guidance 20 USC 2534.

qualifications of teachers and counselors in State and local educational agencies and nonpublic elementary and secondary school systems, including opportunities for teachers and guidance counselors in such agencies and systems to obtain experience in business and industry, the professions, and other occupational pursuits, and including, for the purpose of such improvement, such programs, services, or activities which bring individuals with experience in such pursuits into schools as counselors or advisors for students, and which bring students into the workplaces of such pursuits to acquaint students with the nature of the work and to provide training for supervisory and technical personnel in such agencies and systems having responsibilities for guidance and counseling, and to improve supervisory services in the field of guidance and counseling.

(b) The Commissioner is authorized to make grants to States to assist them in carrying out programs to coordinate new and existing programs of guidance and counseling in the States.

Appendix B

California State Survey of Pupil Personnel Services Programs

California State Department of Education
Guidance and Counseling Task Force

The attached questionnaire is to be used as a part of a needs assessment by the Guidance and Counseling Task Force in an attempt to assess the status of pupil personnel services in California schools at the present time; to determine where changes are needed; and to identify areas of greatest priority. The term pupil personnel services in this questionnaire is to be thought of as any service offered to students by counselors, school psychologists, school social workers, or others in related positions.

When answering these questions, you will need to answer from your own frame of reference and your own situation. However, please consider statewide needs to the extent possible from your knowledge and experience. Your thoughtful consideration of these issues will help the Task Force identify the greatest needs and, hopefully, to plan ways of meeting these needs.

Thank you for your interest and assistance!

Card No (1) cc 1 Control No _____ cc 2–5

Personal Data

Information requested is strictly confidential. School codes have been requested to allow for follow-up if necessary and to allow for the matching of school staffs. Please complete the following:

Using the *California Public School Directory*, identify your school district number and school number.

For example: Alameda City Unified School District (61119)
Chipman Elementary School (6000004)

District code _____ cc 6–10 School _____ cc 11–17 Sex _____ cc 18 (M-F)

Age: Indicate by writing an "X" in the space provided.

Below 30 ☐ cc 19 30-39 ☐ cc 20 40-49 ☐ cc 21 50-59 ☐ cc 22 60+ ☐ cc 23

Exact position title (write in): _____

Of the following positions, indicate the one which describes you best, using one number only from zero to nine (0-9). Thus, "0" indicates supervisor of child welfare and attendance and "9" indicates community representative.

Supervisor of child welfare and attendance	☐
Counselor	☐
Psychologist	☐
Teacher	☐
Administrator	☐
Psychometrist	☐
School social worker	☐
Paraprofessional	☐
Parent	☐
Community representative	☐

cc 24

Educators only: Indicate with numbers from one to five (1-5) your present level of responsibility, 1 being intermediate, 5 being adult:

Intermediate (elementary school, junior high school) ☐
Elementary school through high school ☐
High school ☐
Community college ☐
Adult school ☐
cc 25

Is the guidance program in your school or school district designed primarily for (select one item by writing an X):

All children ☐ cc 26 Children with special needs ☐ cc 26 Other ☐ cc 26

Do you feel that the guidance program should be designed primarily for (select one item by writing an X).

All children ☐ cc 27 Children with special needs ☐ cc 27 Other ☐ cc 27

General Directions for Questions or Statements 1–12.

Use the letter "S" to indicate satisfactory (no change needed) or the letter "U" to indicate unsatisfactory (change needed). Place the letter in the box provided on the left of the question or statement, and rank the items listed in the box on the right of the question or statement (1 being highest):

Section I: Pupil Personnel Services in General

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1–8 (1 being highest):
cc 28 ☐		Counselor-student ratio	cc 29 ☐
cc 30 ☐		Support from the school administration	cc 31 ☐
cc 32 ☐		Support from the community and the school board	cc 33 ☐
cc 34 ☐		Financial support	cc 35 ☐
cc 36 ☐		Adequacy of staff training	cc 37 ☐
cc 38 ☐		Proper utilization of staff	cc 39 ☐
cc 40 ☐		Attitudes of the pupil personnel services staff toward students	cc 41 ☐
cc 42 ☐		Utilization of staff by teachers	cc 43 ☐

Section II: Services Offered to Students

cc 44 ☐	Services related to career information and choice	cc 45 ☐
cc 46 ☐	Services related to training after high school	cc 47 ☐
cc 48 ☐	Services related to personal problems	cc 49 ☐
cc 50 ☐	Services related to attitude development	cc 51 ☐
cc 52 ☐	Services related to assessment of learning problems	cc 53 ☐
cc 54 ☐	Services related to remediation of learning problems	cc 55 ☐

Other (specify): _____

Comments: _____

Section III: Approaches to Working with Students

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order. 1 – 8 (1 being highest):
cc 56 ☐		Individual assessment and diagnosis	cc 57 ☐
cc 58 ☐		Individual counseling with students	cc 59 ☐
cc 60 ☐		Casework with students with special needs	cc 61 ☐
cc 62 ☐		Group counseling	cc 63 ☐
cc 64 ☐		Parent counseling	cc 65 ☐
cc 66 ☐		Structured guidance classes	cc 67 ☐
cc 68 ☐		Specialized treatment centers	cc 69 ☐
cc 70 ☐		Consultation with teachers	cc 71 ☐

Other (specify): _____

Comments: _____

Section IV: Specialized Pupil Personnel Services

cc 72 ☐	Counseling and guidance services for minority students	cc 73 ☐
cc 74 ☐	Counseling and guidance services for disadvantaged students	cc 75 ☐
cc 76 ☐	Counseling and guidance services for special education students	cc 77 ☐
cc 78 ☐	Pupil personnel services for alienated youth (e.g., students with drug problems, potential dropouts, and so forth)	cc 79 ☐

Other (specify): _____

Comments: _____

Card No. (2) cc 1

Control No. _____ cc 2-5

Section V: Career Guidance

cc 6 ☐	A planned developmental program for career guidance	cc 7 ☐
cc 8 ☐	A career guidance information center	cc 9 ☐
cc 10 ☐	Provision for student experiences in career planning and decision making	cc 11 ☐
cc 12 ☐	Provision for student experiences in career exploration, including work experiences	cc 13 ☐
cc 14 ☐	Provision for student determination of the value and availability of leisure time in career selection	cc 15 ☐
cc 16 ☐	Provision for students to examine life-styles and values relating to career development	cc 17 ☐
cc 18 ☐	A program for student job placement	cc 19 ☐

Other (specify): _____

Comments: _____

Section VI: Curriculum and Related Areas

	Satisfactory (no change needed) (S) or Unsatisfactory (change needed) (U)		Indicate the urgency of change needed by rank order, 1--6 (1 being highest):
cc 20	☐	Services for the diagnosis of learning	cc 21 ☐
cc 22	☐	Involvement of the pupil personnel services department with curriculum development and improvement	cc 23 ☐
cc 24	☐	Involvement of teachers and pupil personnel workers in curriculum development and improvement	cc 25 ☐
cc 26	☐	Involvement of administrators and pupil personnel workers in curriculum development and improvement	cc 27 ☐
cc 28	☐	Provisions in curriculum for the teaching of decision-making skills to students	cc 29 ☐
cc 30	☐	Provisions in the curriculum for teaching problem-solving skills to students	cc 31 ☐

Other (specify): _____

Comments: _____

Section VII: Paraprofessionals

cc 32	☐	Adequate program utilizing paraprofessionals in pupil personnel services	cc 33 ☐
cc 34	☐	Group guidance	cc 35 ☐
cc 36	☐	Information dissemination	cc 37 ☐
cc 38	☐	Classroom intervention	cc 39 ☐
cc 40	☐	Career guidance activities	cc 41 ☐
cc 42	☐	Direct counseling with students	cc 43 ☐
cc 44	☐	Liaison between community and schools	cc 45 ☐
cc 46	☐	Parent contact	cc 47 ☐

Other (specify): _____

Comments: _____

Section VIII: Adequacy of Preservice Staff Training

cc 48	☐	Counselor training programs	cc 49 ☐
cc 50	☐	School psychology training programs	cc 51 ☐
cc 52	☐	School social work training programs	cc 53 ☐
cc 54	☐	Child welfare and attendance training programs	cc 55 ☐

Other (specify): _____

Comments: _____

Section IX: Areas of Preservice Training

	Satisfactory (no change needed) (S) or Unsatisfactory (change needed) (U)		Indicate the urgency of change needed by rank order, 1--8 (1 being highest):
cc 56		Pupil personnel theory and procedures	cc 57
cc 58		Individual counseling techniques	cc 59
cc 60		Group techniques	cc 61
cc 62		Assessment theory and techniques	cc 63
cc 64		Career guidance and counseling techniques	cc 65
cc 66		Educational planning techniques	cc 67
cc 68		Dynamics of individual behavior	cc 69
cc 70		Research methodology	cc 71

Other (specify): _____

Comments: _____

Section X: Inservice Training

cc 72	Inservice training by school districts and offices of county superintendents of schools	cc 73
cc 74	Inservice training by private agencies	cc 75
cc 76	Inservice training by Department of Education staff	cc 77
cc 78	Inservice training programs offered by colleges and universities in California	cc 79

Other (specify): _____

Comments: _____

Card No. (3) cc 1

Control No. _____ cc 2-5

Section XI: Areas of Inservice Training Needs (projected to five years)

cc 6	Career guidance and counseling techniques	cc 7
cc 8	Educational planning techniques	cc 9
cc 10	Accountability and evaluation	cc 11
cc 12	Counseling with minorities and special groups	cc 13
cc 14	Use of paraprofessionals	cc 15
cc 16	Utilization of cross-age and peer groups approaches	cc 17
cc 18	New theories and techniques	cc 19
cc 20	Agent of change role	cc 21

Other (specify): _____

Comments: _____

Section XII: Research and Evaluation

cc 22 ☐	Organized program for the evaluation of pupil personnel services	cc 23 ☐
cc 24 ☐	Student participation in the evaluation of pupil personnel services	cc 25 ☐
cc 26 ☐	Teacher participation in the evaluation of pupil personnel services	cc 27 ☐
cc 28 ☐	Administrator participation in the evaluation of pupil personnel services	cc 29 ☐
cc 30 ☐	Parent and community worker participation in the evaluation of pupil personnel services	cc 31 ☐
cc 32 ☐	Clearly stated goals and behavioral objectives for pupil personnel services	cc 33 ☐
cc 34 ☐	Definitive statement of the role and function of pupil personnel services	cc 35 ☐

Other (specify): _____

Comments: _____

(Guidance and Counseling Task Force, 1975, pp. 84-89)

Appendix C

Selected Additional Resources

The following have been selected as possible additional resource or background materials to support the development of state plans. This listing is not intended to be exhaustive; rather, it is intended to provide proven examples of a timely nature as well as selected background readings. Special efforts have been made to include especially promising sources not readily available through national marketing.

All Iowa guidance accountability study. Des Moines: Iowa State Department of Public Instruction, 1972.

This sophisticated study of the status of counseling and guidance services in Iowa serves as an excellent model for program accountability. Included are instruments and recommended procedures for local school adaption and use.

Bailey, S. K. Education interest groups in the nation's capitol. Washington, D.C.: American Council on Education, 1975.

Described in this 88-page monograph are education interest groups in Washington, D.C.: who they are, whom they represent, what they want, how they function, and something of the future they face. It is especially worthwhile in helping readers to understand better the government relations efforts of APGA in support of the counseling and guidance legislation contained in P.L. 94-482.

Bowman, H. G., Schwartz, H. P., Stone, L. A., & Wurtz, H. G. Counselor evaluation by objectives. Emporia: Educational Measurement Center, Emporia Kansas State College, 1975.

This is an instrument to be used in improving counselor effectiveness through evaluation of the attainment of previously identified objectives. Organized around five subdivisions (Counselor Services to Students, to Staff, and to Parents, Community Relations, and Personal and Professional Objectives), the instrument package includes a manual with an extensive listing of possible performance objectives and a set of evaluation forms, and is available at nominal cost.

Council of Chief State School Officers. State and local responsibilities for education. Washington, D.C.: Author, 1968.

This 116-page publication is a position statement of the CCSSO. It is the first of two volumes intended to suggest goals and to stimulate improvements in elementary and secondary education with special emphasis on the role of the state education agency. Special attention is directed to Chapter III, pages 70-87, dealing with state planning for pupil personnel services.

Council of Chief State School Officers. State and Federal relationships in education. Washington, D.C.: Author, 1971.

This is the companion volume to an earlier CCSSO publication. It is a useful tool for examining the need for cooperative efforts between state and Federal education agencies, the establishment of national goals and priorities (which affect resultant Federal legislation addressed to education), and the administration of state and Federal education agencies.

DiSilvestro, F. The application of the Planning, Programming, Budgeting System (PPBS) concept to counseling and guidance services. Indianapolis: Indiana Department of Public Instruction, 1974.

Developed in response to state legislative mandate, this 116-page monograph takes counselors through the major PPBS steps, illustrating how each step can be applied to counseling and guidance services. Procedures are given to enable readers to develop programs based upon the identified needs of the persons to be served. The monograph is interestingly developed along a workshop format with excellent use of case studies, examples, and illustrations.

Fusek, J. J., Long, R. P., & Perrone, M. Issues and concerns relating to guidance and counseling services. A report of the Connecticut School Counselors Association and the Professional Studies Board of Control of the Connecticut Association of Secondary Schools, 1975.

This brief report addresses three areas--preservation of confidentiality; a comparative study of tasks provided by school counselors to school administrators, staff, pupils and parents; the school counselor as an assistant to the school administrator in the improvement of school climate, communications, curriculum and attendance. The report will facilitate a refinement of existing counseling and guidance programs and stimulate dialogue between counselors and administrators.

Mease, W. P., & Benson, L. L. Outcome management applied to pupil personnel services. G. Dean Miller (Ed.). St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1973.

Presented in this 112-page monograph is a model to "tighten up" the structure of pupil personnel services in local schools so that identified needs can be assigned to specific personnel. The model is based upon the expansion of a local effort supported under an ESEA Title III grant. Materials presented are easily adapted to local use and need.

Office of Education Rules and Regulations. The Education Amendments of 1974 (P.L. 93-380), Section 406, Title IV (Career education). Federal Register, May 13, 1976, 41(94), 19635-19641.

Set forth in this document are the final rules and regulations pertaining to this legislation. Special attention is directed to Subpart C of the rules and regulations--State Plans. Frequent mention is made of counseling and guidance within the subpart.

O'Hare. R. W., & Lasser, B. Evaluating pupil personnel programs. Monograph No. 2. Fullerton: California Personnel and Guidance Association, 1971.

Discussed in this 100-page monograph are issues which have emerged as a result of emphasis on evaluating guidance programs as well as prevailing evaluation methodologies. A systematic evaluation strategy is presented together with a series of procedural steps.

Pattison, D. J. Federal legislative action. Washington, D.C.: The National Association of Life Underwriters, 1971 (Fourth Printing).

Described in this 28-page monograph is the organization of a legislative committee for Federal action. It is an excellent publication for understanding the Federal legislative process and how it is effected.

Sullivan, H. J., & O'Hare, R. W. (Eds.). Accountability in pupil personnel services: A process guide for the development of objectives. Monograph No. 3. Fullerton: California Personnel and Guidance Association, 1971.

This monograph was developed to address the question of measuring the effectiveness of pupil personnel services in the schools. Guidelines are offered for developing behavioral objectives and determining how well the objectives are met. A 3-dimensional model for developing objectives and a 4-level specification of levels of responsibility are also presented.

Wiggens, J. D. Organizing a school counseling program. Washington, D.C.: The National Vocational Guidance Association, 1974.

Described in this 62-page monograph is the Priority-Career Counseling Program in which counselors spend from 65-90% of their time in direct contact with students, in individual counseling or group activities. It is based on the assumption that career exploration provides the most logical framework for self-exploration and discovery. The PCCP reduces paperwork and involves counselors with all segments of the school population.

Williamson, S. P., & Braden, B. Communications survival kit. Frankfort, Kentucky: Division of Guidance Services, Kentucky Department of Education and the Kentucky Personnel and Guidance Association, 1975.

This kit (Handbook $3.00; or Handbook and 53 color slide, cassette recording presentation $17.00) is designed to serve as a guide for school counselors in planning, developing, and implementing a public relations program for the guidance department at the local school level. Attractive and skillfully presented, the handbook and the accompanying audio-visual materials are easily adaptable to local school district needs.

Witmer, J. M. Guidance practices inventory. Columbus: Division of Guidance and Testing, Ohio Department of Education, 1975.

This is an instrument to measure the value parents and teachers place on various guidance activities and also to help determine the teacher's needs for assistance in carrying out the activities. There are two editions: School and Parent. The instrument is especially helpful for initiating, planning, and improving guidance programs; for preservice and inservice training of teachers, counselors, and principals; for determining teacher readiness for guidance; for assessing parent perceptions of guidance practices; and for research and evaluation.